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ABSTRACT

This guide discusses preservice program accreditation at the Ontario College of Teachers. The College preservice teacher education accreditation process includes three parts: preparation by the faculty of education of an internal appraisal; collection of documentation to support the Standards of Practice for the Teaching Profession; and an on-site panel visit by the Accreditation Panel. Section 1, "Introduction," introduces the issue. Section 2, "The Accreditation Panel," presents the Panel's roles, responsibilities, and obligations, its composition, confidentiality issues, and disclosure of accreditation results. Section 3, "Panel Training and Pre-visit Meeting," discusses the purpose, Panel training, and the pre-visit meeting. Section 4 describes "The On-site Visit." Section 5 describes "The Post-visit Meeting." Section 6 describes "The Faculty of Education's Rejoinder." Section 7, "The Accreditation Recommendation," discusses language for the accreditation recommendation and the Accreditation Committee's accreditation decision. Section 8, "Timeline," presents important timelines for 1 year. Eight appendixes offer: Standards of Practice for the Teaching Profession; Ethical Standards for the Teaching Profession; exhibits room guidelines; accreditation report outline; programs awarded "Initial Accreditation Granted with Conditions" and "Initial Accreditation Not Granted"; Accreditation Panel's schedule: a sample outline; Panel training skills sheets; and a template for report writing. (SM)

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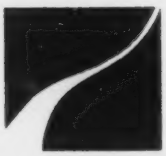

Ontario College of Teachers
Ordre des enseignants et des enseignantes de l'Ontario

A Guide for Panel Members

for Pre-service Teacher Education Program Accreditation

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September 1999

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A Guide for Panel Members

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September 1999

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A Guide for Panel Members for Pre-service Program Accreditation

September 1999

1. Introduction

At the Ontario College of Teachers, accreditation is a status granted to an educational program that has been found to meet or exceed the criteria developed for the profession by the profession. The College has been mandated to "accredit professional teacher education programs offered by post-secondary educational institutions" (*Ontario College of Teachers Act, 1996*).

The College pre-service teacher education accreditation process consists of these parts:

(a) the preparation by the faculty of education of an internal appraisal;

(b) the collection of documentation to support the *Standards of Practice for the Teaching Profession;*

(c) an on-site panel visit by the Accreditation Panel.

2. The Accreditation Panel

After the faculty of education has completed its internal appraisal and compiled the required documentation, the Accreditation Panel will begin the accreditation process.

a) Role of the Accreditation Panel

The role of the Accreditation Panel is central to the accreditation process. The program under review must support the *Standards of Practice for the Teaching Profession*, and meet all regulatory expectations. The panel members must read the documentation about the program, work with other members of the panel to discuss and formulate questions for the on-site visit, and then conduct the on-site visit to the faculty of education to clarify information and learn more about the program.

The members of the Accreditation Panel are responsible for writing the panel's report which includes the award recommendation. The award recommendation to grant initial accreditation, initial accreditation with conditions, or not to grant initial accreditation to the pre-service teacher education program is made to the Accreditation Committee. The Accreditation Committee then makes the award decision.

b) Responsibilities of Panel Members

Panel members are required to:

i. Attend and participate in all aspects of the accreditation
ii. Participate in the panel orientation session if necessary
iii. Read the faculty of education program documentation
iv. Participate in the pre-visit meeting of the panel
v. When on-site, study materials in the exhibits room to expand one's understanding of the program
vi. Contribute to the entire process in a meaningful and professional way including the writing of the panel's report
vii. Be an active member of the on-site panel visit
viii. Attend and participate in all aspects of the on-site visit
ix. Attend the post-visit meeting to finalise the report.

Each panel member will:

i. Preserve confidentiality with respect to all matters that come to his or her attention during the course of his or her duties and shall not communicate any of those matters to any other person
ii. Maintain confidentiality referred to on page 28 of the *Initial Accreditation Handbook* with respect to documentation and information obtained through the interviews

c) **Obligations of the Accreditation Panel Members**

Accreditation Panel members will maintain the highest levels of professional and ethical conduct.

Panel members must:

i. Conduct themselves professionally, with truth, accuracy and fairness
ii. Declare and take appropriate action concerning conflicts of interest prior to the beginning of the process
iii. Not accept consulting fees or other valuable considerations from applicants in exchange for offering confidential information in ways that might influence the accreditation process and decisions
iv. Not represent conflicting or competing interests in the accreditation process
v. Maintain confidences of all parties involved in the accreditation process and decisions
vi. Not intentionally communicate false or misleading information that might compromise the integrity of the accreditation process or decision
vii. Safeguard personal notes of the review.

d) **Program Officer's Role in the Accreditation Process**

The program officer supports the work of the Accreditation Panel. The program officer is responsible for organizing the panel training and pre-visit meeting, arranging details of the on-site visit, and facilitating the post-visit report finalization meeting.

All of the on-site visit planning is co-ordinated by program officers with the assistance of the unit's support staff. Agendas, invitations, hotel accommodations, meals, and transportation, etc., are planned in advance.

During the on-site visit, the program officer performs various duties so that the Accreditation Panel may concentrate on the work at hand. In the tight timeline of the on-site visit, the program officer keeps all parties on task to meet the expectations of the visit, including the panel members' writing of the accreditation report.

e) **Composition and Selection of Panel Members**

Each accreditation on-site review team is composed of six people:

i. three members of the Accreditation Committee
ii. one external representative with expertise in education nominated by the faculty of education under review
iii. one external representative who is a member of the College and who has expertise in teacher education
iv. one Accreditation Unit program officer acting as a facilitator.

All members of the panel are identified as early as possible in the process so that they may participate fully in the panel training, read the documentation from the university, participate in the on-site panel visit and recommendation writing, and attend the post-visit meeting to finalize the report.

f) **Faculty Nominated Member**

The external representative nominated by the faculty of education undergoing accreditation will be selected from a list of five nominees provided by the university. Selection will be based upon the qualifications and availability of the individual representative. The faculty-nominated representative must attend orientation, panel-training, pre-visit, on-site, and post-visit meetings. Travel, meals and accommodation are paid for by the College. There is no other remuneration.

The faculty of education nominee must not be employed by the university undergoing accreditation.

g) **Ontario College of Teachers' Representative**

The external representative who is a member of the College will be selected by the Accreditation Committee. Members of the College have been invited to volunteer to serve on work groups and subcommittees as advertised in *Professionally Speaking/Pour parler profession* and on the College website.

The Accreditation Committee will identify candidates based upon criteria determined by the Accreditation Committee.

Travel, meals and accommodation expenses for panel members are arranged and paid for by the College. Teacher release time will be covered by the College if necessary. There is no remuneration for this voluntary activity.

h) **Conflict of Interest Guidelines for Ontario College of Teachers' Representative**

Members of the Ontario College of Teachers appointed to serve on accreditation panels as the Ontario College of Teachers' representative agree to abide by the following Conflict of Interest Guidelines. To participate on the accreditation panels, members must not:

i. work or have worked for the university under review
ii. have or have had a contract, partnership, or private company engaged in business with the university under review
iii. have acted as an associate teacher for the university under review in the last two years
iv. have a close, active association with the university under review for any reason, including having family members who may be employees or students at the faculty of education, family members who have applied for enrollment or employment at the university.

v. have been paid as consultants, received honorary degrees from the university
vi. feel that there is some predisposing factor that would prejudice them with respect to the university in question.

i) Confidentiality

Every person engaged in the accreditation process shall preserve confidentiality with respect to all matters that come to his or her attention in the course of his or her duties and shall not communicate any of those matters to any other person. Much of the information gathered during the accreditation process will not be public information. Under no circumstances will the accreditation recommendation be revealed to the university faculty by members of the panel.

j) Disclosure of Accreditation Results

The decision of the Accreditation Committee along with the executive summary, the recommendations, and award will be forwarded by the Registrar, to the dean of the faculty of education as soon as the decision is made. Subsequently the executive summary, recommendations and award will be made available for publication in *Professionally Speaking/Pour parler profession* and posted on the College web site.

3. Panel Training, and Pre-visit meeting

(a) Purpose

The nature of the Accreditation Panel experience is intense. Panel members must be able to read documents for detail and meaning, identify standards of practice and ethical standards, check for regulatory issues, collaborate with their fellow panel members, find common ground, reach consensus, interview, listen, write, and maintain a sense of humour. The panel spends five extremely busy days together during the on-site visit where each must contribute to the accreditation process.

To prepare for the on-site visit, it is essential that panel members be introduced to each other, establish working relationships, and begin working on the review of the program. For experienced panel members, a pre-visit meeting serves to help them come to terms with the information in the documentation, and to begin formulating roles and questions for the on-site visit.

For new panel members, it is necessary to have an **orientation** session on the College and the accreditation process, along with a panel training series of workshops to allow the panel member to participate fully in the review.

The panel training and pre-visit meeting are usually accomplished in two working days. In most cases, it will be necessary for panel members to have read the program's documentation before arriving at the panel training and pre-visit meeting. The documentation is couriered to the panel members by the College at least three weeks prior to the panel training and pre-visit meeting.

(b) Panel training

The panel training is designed to assist the panel member in honing skills he/she may already have in reading for detail, understanding the *Standards of Practice for the Teaching Profession*, formulating questions, interviewing, note-taking, reaching consensus, and report writing.

During the panel training, panel members will:

i. Establish responsibilities for reviewing the documents using the *Standards of Practice for the Teaching Profession*
ii. Establish operating norms for the panel
iii. Use the time to explore the dynamics of the group
iv. Determine how the on-site interviews will be conducted, e.g., identify chairpersons for each session during the visit
v. Learn information about the structure and organization of universities so that panel members are conversant with finances, roles of administrators, a faculty's organization and responsibilities, etc.
vi. Practise note-taking, listening and interview skills
vii. Hold mock interviews
viii. Try report writing based on aspects of the documentation.

(c) **Pre-visit Meeting**

During the pre-visit meeting, panel members discuss the university's documents and plan the on-site visit within the prescribed agenda.

The agenda may include the following items:

i. Provide general impressions of the documents
ii. Review in detail all the required documents as outlined in the Pre-service Teacher Education Accreditation Handbook.
iii. Review the documents as reflections of the Standards of Practice for the Teaching Profession.
iv. Review the indicators for each standard, referring to the materials in the appendices to the Handbook.
v. Use the indicators for each standard with documents from the faculty
vi. Emphasize triangulation of evidence and decide what other information is needed
vii. With the on-site agenda, begin formulation of questions for individual interviewees, especially for the first day of the visit
viii. Identify issues, if any, that need to be pursued by the program officer with the faculty of education before the on-site visit
ix. Review the report outline, emphasizing the pivotal role of the Standards of Practice for the Teaching Profession as the framework for observations and recommendations
x. Practise writing observations and recommendations
xi. Practise note-taking or report writing with computer equipment.

The pre-visit meeting usually ends with a review of the essential and practical details necessary for the on-site visit.

These include:

i. Hotel accommodations and information
ii. Travel arrangements
iii. Dress requirements
iv. Emergency contact numbers
v. Arrival and departure times.

4. The On-Site Visit

The purpose of the panel's on-site visit is to allow the faculty and other interested parties to clarify, synthesize and supplement the information found in the documentation so that the panel will be able to reach an accreditation recommendation.

The internal appraisal and documents obtained prior to the visit serve as a basis for the review by an on-site team of peer evaluators. For the faculty of education, the on-site review lasts up to five days, and will assess the program under review, in conjunction with the self-appraisal and supporting documentation. The panel members will be looking for evidence of the *Standards of Practice for the Teaching Profession*.

The first part of the on-site visit will be spent completing activities designed to help the panel members understand all aspects of the program (i.e., interviews, meetings, etc., as described above). The last part of the visit will be spent discussing, composing and writing the draft of the accreditation recommendation and report.

Sunday:

Typically, the on-site visit begins on a Sunday with a meeting of the panel at the hotel. In the past, panel members and faculty members have felt that the panel has not had adequate time to review materials in the exhibits room. As a result, Sunday visits to the exhibits room will try to be arranged to allow panel members to immerse themselves in the materials and to add to their knowledge of the program.

Sunday concludes with a meeting to review details of the following day's agenda, confirmation of questions, and lead roles for interviewing and note-taking.

Monday to Wednesday:

Each on-site agenda will vary, but the first three days of the week are usually spent in tours, interviews, and open forums. Panel members will have opportunities to have study sessions with the materials in the exhibits room.

During these days, the on-site review team might:

(a) interview the dean and associate dean

(b) interview faculty

(c) interview teacher candidates

(d) interview associate teachers and principals of associate schools

(e) hold an open forum with faculty, pre-service teacher candidates, representatives of interest groups, and others

(f) meet with stakeholders

(g) meet with discipline-specific committees

(h) meet with the leadership team: dean, program leaders

(i) visit field and off-campus sites

(j) interview school board officials involved with practicum sites

(k) interview senior university administrators including the president,

(l) vice-president academic or equivalent financial officer

(m) tour facilities including library, technological areas, media centre, etc.

(n) meet with the Teacher Education Advisory Committee

(o) receive delegations from self-identified interest groups.

Visiting the Exhibits Room

(a) The exhibits room provides an opportunity for panel members to see evidence of the teacher candidates' learning, and to verify information found in the documentation. As well, the exhibits room could be used to augment the details of the documentation.

(b) The room will contain demonstrations of student learning - a "living documents" room to read and view samples of teacher candidates' products, portfolios, videotapes, CD ROMs, essays; artifacts that demonstrate the theory/practice connection and the *Standards of Practice for the Teaching Profession.*

(c) Representative authors of the student materials and portfolios could be available to speak to the composition and meaning of the documents with the panel members.

Thursday:

Each panel member will contribute substantive content to the Accreditation Panel's draft report. Before the panel leaves the site, the draft report and accreditation award recommendation must be complete.

During the week, the panel members may have been writing sections of the report, or they may have been collecting evidence to present on Wednesday evening, and Thursday morning for the report writing. Whatever method of composing and writing the report which had been decided upon at the pre-visit meeting will be operationalized. Each panel member will contribute observations and recommendations to the report. As well, consensus (or at least common ground) much be reached for all observations and recommendations related to the standards of practice, and on the award recommendation.

5. The Post-Visit Meeting

The panel will meet no later than two weeks after the on-site visit to finalise the Accreditation Panel's report. The two-week interval provides time for reflection, and possible reconsideration of elements of the draft report. Traditionally in a one-day meeting, the panel will complete the report, and each member will sign-off the final version which will be forwarded to the Accreditation Committee.

At this point, the work of the Accreditation Panel is complete. Once panel members have finished the report, and signed off on it, their task in the process has reached its conclusion.

From here, the report is sent to the dean of the faculty of education for a rejoinder, if necessary. After the rejoinder is received, it is appended to the report, and the entire report becomes the responsibility of the Accreditation Committee. The Committee will receive the reports, consider their recommendations and awards, and make the accreditation decision.

6. The Faculty of Education's Rejoinder

A rejoinder is an opportunity for the faculty of education to correct inaccuracies in Sections 1, 2 and 3 of the Accreditation Panel's report.

The panel's report, Sections 1, 2 and 3, will be sent to the dean of the faculty of education within three to four weeks of the panel's on-site visit. Upon receipt of the report, the dean of the faculty of education or designate will have seven (7) working days to submit a rejoinder if he/she wishes. The rejoinder could take the form of a letter or short document (maximum 3 pages) to correct factual inaccuracies of Sections 1, 2 and 3 of the report and must be sent to the manager of the Accreditation unit at the College.

The rejoinder, if submitted, will be appended to the panel's report to the Accreditation Committee.

7. The Accreditation Recommendation

The Accreditation Panel is responsible for preparing the accreditation recommendation for the program under review. The accreditation recommendation is given to the Accreditation Committee as part of the Accreditation Report.

(a) Language

Language for the accreditation recommendation to the Accreditation Committee:

- "Initial" accreditation will be the term used for programs at each of the eleven (11) pilot sites from 1997/98 to 2000; "Initial" accreditation will apply for three (3) years.

The accreditation recommendation will be phrased in one of three ways:

- Initial Accreditation Granted
- Initial Accreditation Granted with Conditions as established by the Accreditation Committee
- Initial Accreditation Not Granted

(b) Decision

The Accreditation Committee will receive the recommendation of the panel for accreditation of the particular pre-service teacher education program. The Accreditation Committee will make the accreditation decision.

After the pilot phase (1997/98 -2000), it is proposed that the following definitions will apply:

i. "Accreditation Granted" would be valid for five (5) years provided that there are no significant changes to the program through redesign, addition or deletion. The review process normally begins for the next review in the fourth year.

ii. "Accreditation Granted with Conditions" would be valid for three (3) years. At the end of three years, the Accreditation Committee would review the faculty efforts and determine if the conditions for accreditation of the program have been met.

iii. "Accreditation Not Granted" would contain recommendations for improvements and the entire accreditation process would recommence immediately to address the identified problem areas.

A comprehensive document (the accreditation recommendation) showing the reasons for the denial of accreditation would be provided to the faculty of education for its analysis and response.

NOTE: In 2001, it is expected that the Accreditation Regulation made under the *Ontario College of Teachers Act, 1996* will be in force. After that time, graduates from faculties of education whose programs have not been accredited will NOT be eligible for an Ontario Certificate of Registration. Teacher candidates enrolled in either the concurrent or consecutive program in the academic year in which the accreditation process was conducted will remain eligible for membership in the College. It will be incumbent upon faculties of education to notify prospective candidates for the next academic year that the program is not accredited, and that completion of the program would not enable candidates to become eligible for membership in the College.

8. Timelines

June

The manager of the Accreditation Unit places an advertisement in *Professionally Speaking/Pour parler profession* requesting members to volunteer for the member-at-large positions on the accreditation panels. All volunteers submit résumés and their Certificate of Registration numbers.

September/ October

Dates are set for panel training, pre-visit meetings and the orientation session for new panel members is planned.

Accreditation Committee Panel Members

Accreditation Committee members identify which members will serve on accreditation panels.

University Nominated Members

Faculties of education submit the names, résumés, and 200-word biographies of five potential representatives outlining the criteria that makes each an appropriate selection. The Accreditation Committee identifies the members for each panel based on criteria established by the Committee.

Selection of Members-at-large

The Accreditation Committee identifies members at large and alternates from volunteer applications received at the College members and alternates for the panels.

December

Panel member biographies are shared with the Faculty Steering Committee and published on the Ontario College of Teachers web site.

January

Orientation meeting

An orientation meeting for new panel members will be organised when members are new to the process. This purpose of this meeting would be to familiarise new panel members with the College, the pre-service accreditation process, the *Standards of Practice for the Teaching Profession*, and the role of the panel members.

January/ February/March

Panel Training and Pre-visit Meeting

The timing of the individual panel training and pre-visit meeting is determined by the on-site visit dates. The panel training and pre-visit meeting will be held after the documentation has been delivered to the panel members before the on-site visit. Panel training and the pre-visit meeting is conducted over one or two days as necessary.

February/ March /April

On-site visits

The on-site visits occur during this period.

Establishing the Dates of the Post-visit Meetings

Before the panel leaves the site, a post-visit meeting date must be decided upon to finalize the accreditation report. Usually, the post-visit meeting is held at the College within two to three weeks of the on-site visit.

March/ April /May

Post-visit Report writing

After the on-site visit, the program officer usually has about two to three weeks to assemble outstanding details for completion of the report before meeting with the panel for the final time. The full report must include all details of the program under review as outlined in the report format, and the observations and recommendations for each standard as drafted by the panel on-site.

The report will be couriered to the panel members prior to the post-visit meeting to give panel members an opportunity to read and critique the report.

Appendices

A. *Standards of Practice for the Teaching Profession* ***(see page 19)***

B. *Ethical Standards for the Teaching Profession* ***(see page 28)***

C. Exhibits Room Guidelines ***(see page 29)***

D. Accreditation Report Outline ***(see page 31)***

E. Programs Awarded "Initial Accreditation Granted with Conditions" and "Initial Accreditation Not Granted" ***(see page 32)***

F. Accreditation Panel's Schedule: A Sample Outline ***(see page 34)***

G. Panel Training Skill Sheets: ***(see page 35)***
   1. Establishing Operationing Norms for the Panels
   2. Consensus Building
   3. Listening Skills (A)
   4. Listening Skills and Note-taking (B)
   5. Reading Documents
   6. Interviewing Skills
   7. Report Writing (A)
   8. Report Writing (B)
   9. Hints and Tips for Effective Report Writing

H. Report Writing Template ***(see page 47)***

Appendix A

Standards of Practice for the Teaching Profession

The document *Standards of Practice for the Teaching Profession* [1] was approved in principle by the Council of the Ontario College of Teachers on December 10, 1998.

Self-Regulation and Standards of Practice

The Ontario College of Teachers is the self-regulatory body for the teaching profession in Ontario.

A self-regulatory body must be able to articulate what it is that makes that professional body unique. In the case of the Ontario College of Teachers, it means answering the question "What does it mean to be a teacher?" Professional self-regulatory bodies use the term "standards of practice" to refer to the descriptors that answer this question. For the teaching profession, this description includes statements about students and student learning, professional knowledge, teaching practice, leadership and community, and ongoing professional learning.

The standards of practice for the teaching profession provide the foundation for pre-service and in-service programs accredited by the Ontario College of Teachers.

This means that the Ontario College of Teachers has now assumed, through legislation, the responsibility for the accreditation of pre-service teacher education programs at the faculties of education in Ontario universities. (See Appendix I, pages 39-42, Excerpts from the *Ontario College of Teachers Act*)

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[1] *Standards of Practice for the Teaching Profession, January, 1999*

Principles

The standards of practice for the teaching profession were developed to support these principles.

The standards of practice describe what it means to be a member of the teaching profession in Ontario.

This description highlights, in a general way, the knowledge, skills and values that are inherent to the teaching profession. They articulate the goals and aspirations of a profession with a mandate to foster student learning. Members of the College, as members of the teaching profession, foster student learning through a variety of roles in education.

The standards of practice are reflective of the beliefs and values of the participants in the process used to develop and refine the standards of practice.

The standards of practice were developed with input from members of the College and the public. The participants in the development process recognized the contribution the teaching profession makes to Ontario society. These participants highlighted the need to ensure that professional learning programs accredited by the College are based on the standards of practice and that these programs prepare members of the profession to meet the challenge of preparing students to be contributing members of Ontario society.

The standards of practice recognize and value diversity in teaching.

The description of what it means to be a member of the teaching profession recognizes that effective teaching requires the use of a range of teaching styles and techniques. These variations afford teachers the opportunity to make choices, accommodate change, and meet student needs.

The standards of practice are based on the premises that personal and professional growth is a developmental process and that teachers move through a variety of career and life stages.

Standards of practice provide the foundation for ongoing professional growth through the professional learning programs accredited by the Ontario College of Teachers. Teacher candidates in a pre-service program are involved in professional learning based on the standards of practice at a level appropriate for beginning teachers. Candidates in the Principal's Qualifications Program engage in professional learning based on the standards of practice as well – but from a school administration perspective. Participants in the Supervisory Officer's Qualifications Program will see the standards of practice from a system perspective. Participants in the Additional Qualification Course for Special Education experience professional learning based on the standards of practice and highlighting the needs of exceptional students.

Teachers, as they move through different career and life stages, will engage in a variety of professional learning activities. The basis for this professional learning will be the standards of practice for the teaching profession.

The standards of practice for the teaching profession are interdependent.

The question "What does it mean to be a teacher?" generates multiple responses. Focusing on a single area of the standards of practice does not address the complexity of the teaching profession.

The Ontario College of Teachers recognizes the contribution the teaching profession makes to the future of Ontario society. Members of the College also recognize that the teaching profession can not carry this responsibility alone. In order to ensure that Ontario students are well prepared to meet the challenges of the future, the teaching profession needs the support of government, employers, parents, students and the Ontario public-at-large. As individuals, and through our respective organizations, all must work together to create classrooms, schools and education systems where the teaching profession is able to work toward the goals and aspirations outlined in the standards of practice for the teaching profession.

Purposes

The standards of practice for the teaching profession have been developed to serve a range of purposes. The standards of practice will:

- focus on the responsibility of the teaching profession to enhance student learning;
- provide a common understanding of what makes "being a teacher" a unique professional experience;
- clarify the knowledge, skills and values implicit in the practice of teaching;
- provide the basis for ongoing personal and professional growth and the accreditation of professional learning programs;
- represent the aspirations and goals of the teaching profession;
- enhance the dignity of the teaching profession;
- acknowledge the contribution the teaching profession makes to Ontario society; and
- assist the College in fulfilling its mandate to govern the practice of teaching in the public interest.

Note:

All members of the College should be able to "see" the work they do described in these standards of practice.

The standards are not intended to be the criteria for the ongoing performance appraisal of individual members of the College. Performance appraisal remains the responsibility of the employer. In publicly funded systems, these responsibilities are outlined in the *Education Act* and Regulation 298 under the *Education Act*.

Standards of Practice for the Teaching Profession

The following **five statements** comprise the standards of practice for the teaching profession. The key elements expand on these statements.

Commitment To Students And Student Learning

Teachers demonstrate care for and commitment to students. They are dedicated to engaging and supporting student learning. Teachers treat students equitably and with respect. They encourage students to grow as individuals and as contributing members of society. Teachers assist students to become life-long learners.

Professional Knowledge

Professional knowledge is the foundation for teaching practice. Teachers know the curriculum, the subject matter, the student, and teaching practice. They know education-related legislation, methods for communication, and ways to teach in a changing world.

Teaching Practice

Teachers apply professional knowledge and understanding of the student, curriculum, teaching and the changing context of the learning environment to promote student learning. They conduct ongoing assessment and evaluation of student progress. Teachers modify and refine teaching practice through continuous reflection.

Leadership and Community

Teachers are educational leaders who create and sustain learning communities in their classrooms, in their schools, and in their profession. They collaborate with their colleagues and other professionals, with parents, and with other members of the community to enhance school programs and student learning.

Ongoing Professional Learning

Teachers are learners who acknowledge the interdependence of teacher learning and student learning. Teachers engage in a continuum of professional growth to improve their practice.

Key Elements

COMMITMENT TO STUDENTS AND STUDENT LEARNING

1. Demonstration of care and commitment

Teachers:

(a) use the curriculum and available resources to support students in their learning;
(b) model for students the curiosity, enthusiasm and joy of learning;
(c) help students appreciate their own identity, to learn more of their cultural heritage, and to build self-esteem;
(d) demonstrate concern for student character, peer relationships, and personal aspirations; and
(e) reinforce the rights and responsibilities students have as citizens.

2. Support for student learning

Teachers:

(a) understand and use a range of teaching methods to address learning, cultural, spiritual, and language differences, and family situations;
(b) develop programs for students that incorporate a knowledge and understanding of human development and learning theory; and
(c) use a variety of available resources to support curriculum expectations.

3. Equitable and respectful treatment

Teachers:

(a) accommodate the differences in students and respect their diversity;
(b) help students to connect learning to their own life experiences and spiritual and cultural understandings; and
(c) provide a range of ways for students to demonstrate aptitudes, abilities and learning.

4. Growing as individuals and as contributing members of society

Teachers:

(a) encourage students to become active, inquisitive and discerning citizens;
(b) create opportunities for students to understand, facilitate and respond to change; and
(c) engage students in activities that encourage diverse approaches and solutions but also reinforce the social responsibilities students have as citizens.

5. Assistance in becoming life-long learners

Teachers:

(a) link the curriculum and learning experiences to everyday life;
(b) encourage students to know about, reflect on and monitor their own learning; and
(c) assist students to develop and use ways to access and critically assess information.

PROFESSIONAL KNOWLEDGE

1. Knowledge of the student

Teachers know:

(a) how differences arising from cultural heritage, language, family, gender, community and other factors shape experience and impact on learning;
(b) how to recognize strengths and weaknesses of students;
(c) how teaching is shaped by what is known about human development and learning; and
(d) that teaching students with exceptionalities requires the use of specialized knowledge and skills.

2. Knowledge of the curriculum

Teachers know:

(a) the subject matter;
(b) how knowledge in their subject area is created, linked to other subjects and applied to life experiences;
(c) the curriculum relevant to their subject(s); and
(d) ways to connect curriculum expectations to curriculum resources and technologies.

3. Knowledge of teaching practice

Teachers know ways to:

(a) make knowledge and skills accessible to others;
(b) shape instruction so that it is helpful to students who learn in a variety of ways;
(c) motivate students;
(d) establish and modify instructional settings;
(e) manage time for instruction;
(f) establish classroom management strategies that support learning and respect the dignity of students;
(g) collaborate and structure interaction among students to ensure that shared learning, as well as individual learning, occurs;

(h) assess and evaluate student learning, student approaches to learning and the achievement of curriculum expectations; and

(i) communicate and collaborate with parents and others involved in the education of students.

4. **Knowledge of the learning environment**

Teachers know ways to identify and respond to:

(a) the factors in a diverse and changing society that impact on instruction;

(b) provincial legislation, local policies and procedures, and community norms that guide the decisions they make; and

(c) change as they engage in the change process.

TEACHING PRACTICE

1. **The student**

Teachers planning for instruction:

(a) apply knowledge of student backgrounds, experiences and learning styles;

(b) apply knowledge of how students develop and learn;

(c) apply knowledge of a student's physical, social and cognitive development;

(d) respond to learning exceptionalities and special needs;

(e) adapt teaching practice based on student achievement; and

(f) collaborate with professional colleagues to benefit student learning.

2. **Curriculum**

Teachers:

(a) adapt the methods of inquiry, content knowledge and skills required in the curriculum;

(b) link content and skills to everyday life experiences; and

(c) integrate a variety of teaching and learning strategies, activities and resources.

3. **Teaching and the changing context of the learning environment**

Teachers:

(a) carry out their duties as outlined in legislation;

(b) establish a safe and supportive learning environment;

(c) establish and maintain standards for student behaviour;

(d) enhance the learning environment with a variety of curriculum resources and available technologies;

(e) organize time and space to enrich the learning environment;

(f) develop student activities to promote social and group responsibilities;

(g) use classroom management skills to enhance learning; and

(h) apply teaching strategies to meet student needs.

4. **Assessment and evaluation of students**

Teachers:

(a) communicate clear, challenging and achievable expectations for students;
(b) gather data on student performance using a variety of assessment strategies;
(c) keep a continuous and comprehensive record of group and individual achievement; and
(d) report and provide ongoing feedback of individual achievement to students and parents.

5. **Reflection**

Teachers:

(a) integrate curriculum expectations into current teaching practice;
(b) reflect on current practice to determine if needs of individuals and groups of students are being met; and
(c) modify and refine teaching practice using a variety of sources and resources.

LEADERSHIP AND COMMUNITY

1. **Responsibility and service**

Teachers:

(a) acknowledge the responsibility of their position;
(b) build trust with students, parents and the community; and
(c) exercise professional integrity and judgement.

2. **Creation of a learning community**

Teachers:

(a) learn with and from their students, colleagues and others in communities of learners;
(b) motivate and inspire through sharing their vision;
(c) create opportunities for students to share their learning with their classmates, schoolmates, parents and the community; and
(d) reach out to parents and to diverse local communities inviting them to share their knowledge and skills in supporting classroom and school activities.

3. **Sustaining learning through innovation and change**

Teachers:

(a) innovate and effect change through decision-making, initiating change, and evaluating and communicating results;
(b) engage others through shared problem-solving and conflict resolution;
(c) act both as team members and as team leaders; and
(d) acknowledge and celebrate effort and success.

ONGOING PROFESSIONAL LEARNING

1. **Teacher learning and student learning**

   Teachers:

   (a) understand that teacher learning is directly related to student learning;
   (b) act as role models who demonstrate lifelong learning; and
   (c) engage in a variety of learning opportunities both individual and collaborative that are integrated into practice for the benefit of student learning.

2. **Professional growth**

   Teachers:

   (a) recognize that continuous professional growth is an integral part of teaching;
   (b) recognize that teaching and professional growth are influenced by personal, social and educational contexts;
   (c) understand that teaching practice is enhanced by many forms of knowledge, ways of knowing and ways to access that knowledge; and
   (d) anticipate and plan the kinds of learning they will need to respond to a variety of educational contexts.

3. **Improving practice**

   Teachers:

   (a) demonstrate a commitment to continued professional growth;
   (b) know that professional learning is most effective when it is job-embedded, relevant and supported by others within the educational community;
   (c) reflect on their practice and learn from experience;
   (d) draw on and contribute, where appropriate, to various forms of educational research to improve their practice; and
   (e) collaborate with colleagues to enhance student learning

Appendix B

Ethical Standards for the Teaching Profession

The document *Ethical Standards for the Teaching Profession – Developmental Feedback* – is presently under discussion. Once approved in principle by the College Council, it will be inserted into this section.

Appendix C
Exhibits Room Guidelines

The exhibits room should be available on the first day of the on-site visit for the panel members to familiarize themselves with the materials. Opportunities throughout the visit to study materials in the exhibits room will be provided.

The organization of the room should highlight the *Standards of Practice for the Teaching Profession*.

The exhibits room (alternately, the "living documents" room) should be large enough to serve as:

(a) a meeting room for the Accreditation Panel
(b) display area for all documents, course outlines, and teacher candidates' work
(c) a facility in which technological equipment can be housed and used, including computers, printers, video tape machines, and telephone.

Additionally, refreshments should also be available in the exhibits room. And for the convenience of the panel members and the interviewees, washrooms should be nearby.

The Exhibits

A list of all exhibits should be available for the Accreditation Panel in advance. The organization of materials in the exhibits room should be clearly marked and identified so that materials can be easily found. Linking the exhibits to the standards of practice and conceptual framework is an important element of the display.

Suggested artifacts for the exhibits room:

(a) course outlines for all courses
(b) assessment materials (including teacher candidates' samples): examinations, portfolios, videotapes, etc.
(c) faculty vitae
(d) evaluation instruments for the curriculum materials: internal review reports in the last five years
(e) course calendars
(f) advertising and recruitment brochures
(g) web page access and samples
(h) schedule of classes
(i) minutes from advisory and policy-making committees
(j) examples of teacher candidates' work – all programs
(k) practicum details: handbooks for teacher candidates, associate teachers, associate schools, school board officials, faculty, etc. for all programs at all sites

Suggested artifacts for the exhibits room (continued):

(l) procedures and policy manuals
(m) budget and finance information
(n) long range plans
(o) advising and course loads for faculty
(p) samples of faculty publications
(q) school newsletters
(r) university publications
(s) collective agreements
(t) one full set of curriculum vitae documents

Appendix D
Accreditation Report Outline

Section 1: Introduction to the program (*2 pages*)

(a) Mission statement
(b) History of the faculty
(c) Conceptual framework
(d) Major recent program changes

Section 2: Program Components (*2 pages*)

(a) Program options
(b) Program course lists
(c) Practicum details
(d) Degree requirements

Section 3: Standards/Observations/Recommendations/Conditions

(a) Each standard will include observations made by the panel of the demonstration or evidence of the standard.
(b) Recommendations accompany each standard's observations.

Section 4: Award Recommendation

Appendix I: Individuals interviewed
On-site Agenda

Appendix II: List of documents

Appendix III: Faculty of education rejoinder (optional)

Appendix E

Programs Awarded "Initial Accreditation Granted with Conditions" and "Initial Accreditation Not Granted"

Programs Awarded "Initial Accreditation Granted with Conditions"

A program which has been granted "Initial Accreditation with Conditions" must demonstrate within the timeline designated by the Accreditation Committee that the changes have been implemented. The faculty of education or school of education will be required to submit program/implementation reports to the Registrar in subsequent years (up to three) to demonstrate that steps are being taken to implement the changes indicated in the recommendations.

The Action Plan

Within six months of receiving the Accreditation Committee's award "Initial Accreditation Granted with Conditions", the dean of the faculty of education or director of the school of education will submit to the Registrar an Action Plan that will specify how and when the required changes will be made to address the conditions identified in the Accreditation Committee's report.

The Faculty's Action Plan will address each condition under the corresponding *Standards of Practice for the Teaching Profession* as per the Accreditation Committee's Report. The plan will specify what action will be taken to address the conditions, the projected date for the action to be taken and examples of evidence that will demonstrate that the conditions have been addressed (e.g., supporting documents, evidence of implementation, demonstrations of performance, minutes of committee meetings etc.).

The Registrar will forward the Action Plan to the Accreditation Committee for information. The Action Plan will be reviewed by the Registrar and a summary report will be prepared for the Accreditation Committee.

The Annual Progress Report

Annually the dean of the faculty of education or director of the school of education will submit a progress report. The annual progress report will provide a portfolio of activities and changes that have occurred as a result of the accreditation award with conditions. It will address the situation as it was prior to the award, the internal reflection that occurred following the award, improvements to the program to contribute to the removal of the conditions with supporting evidence, and new initiatives planned.

The Registrar will forward the annual report to the Accreditation Committee for information. The annual report will be reviewed by the Registrar and an executive summary report will be prepared for the Accreditation Committee.

Removal of Condition

The dean of the faculty of education or director of the school of education receiving "Initial Accreditation Granted with Conditions" may initiate a request to have the program undergo accreditation, in consultation with the College, by a panel of the Accreditation Committee once it is felt the conditions have been addressed.

Programs awarded "Initial Accreditation Not Granted"

A faculty of education whose programs are denied initial accreditation ("Initial Accreditation Not Granted") may petition the College to conduct a full accreditation review of the program in the next academic year, in consultation with the college.

NOTE: In 2001, it is expected that an Accreditation Regulation will be in place. After that time, graduates from faculties of education whose programs have not been accredited will NOT be eligible for an Ontario Certificate of Registration. Teacher candidates enrolled in either the concurrent or consecutive program in the academic year in which the accreditation review was conducted will remain eligible for membership in the College. It will be incumbent upon faculties of education to notify prospective candidates for the next academic year that the program is not accredited, and that completion of the program would not enable candidates to become eligible for membership in the College.

Appendix F

Accreditation Panel's Schedule: A Sample Outline

Sunday:

12:00	**Exhibits Room**

Monday: **Physical plant and administration**

8:00	Exhibits room
9:00	Tour of faculty of education
9:45	Meeting with dean and associate dean
10:30	Meeting with president, vice-president academic, dean
12:00	Lunch
1:00	Faculty forum: all teacher education programs
3:00	Exhibits Room
4:00 to 9:00	Panel Debrief

Tuesday: **Practicum and field-based courses**

8:00	Exhibits room
9:00	Meeting with faculty liaisons and practicum coordinator
11:00	Meeting with teacher candidates
12:00	Lunch
1:00	Meeting with board liaisons and principals from associate schools
2:30	Meeting with associate teachers from associate schools
3:30	Meeting with graduates and alumni
4:00 to 9:00	Panel Debrief

Wednesday: Curriculum, Educational Studies, Foundations

8:00	Exhibits room
9:00	Meeting with Primary/Junior Course instructors
10:00	Meeting with Intermediate/Senior Course instructors
11:00	Meeting with foundations course instructors
12:00	Lunch
1:00	Meeting with education studies course instructors
2:00	Meeting with Teacher Education Advisory Committee, and/or special interest groups
3:30	Open forum
4:00 to 9:00	Panel Debrief

Thursday: Reflection and Report writing

Appendix G
Panel Training Skills Sheets

1. Establishing Operating Norms for the Panels *(see page 36)*
2. Consensus Building *(see page 37)*
3. Listening Skills (A) *(see page 38)*
4. Listening Skills and Note-taking (B) *(see page 39)*
5. Reading Documents *(see page 40)*
6. Interviewing Skills *(see page 41)*
7. Report Writing (A) *(see page 43)*
8. Report Writing (B) *(see page 44)*
9. Hints and Tips for Effective Report Writing *(see page 46)*

Appendix G

1. Establishing Operationing Norms for the Panels

Operating norms for the panels need to be established at an early meeting, either during the training session meeting with the team, or more appropriately perhaps at the first documentation review meeting in January or February.

Panel members should take the time to establish working norms for the team interaction and for the on-site visit.

Some samples of the kinds of things the panel members may suggest (in no particular order) include:

(a) Prioritize problems

(b) Limit comments to brief statements

(c) Recognize the interdependence of individual and collective opinions

(d) Withhold judgment until all the evidence is in

(e) Arrive and remain unbiased

(f) Observe and record

(g) Leave your ideas about "how we do this at home" AT HOME

(h) Focus on consensus building

(i) Collaborate, don't compete

(j) Treat everyone with respect

(k) Be honest and candid around the table: the honesty and candour will help the report writing and ultimately, the program under review

(l) Maintain a sense of humour

(m) Be an active listener

(n) Avoid monopolizing the conversation

(o) Demonstrate respect for others' views

(p) Agree and stick to ground rules

(q) Avoid side conversations

(r) Avoid reiteration if it is not for clarity.

Appendix G

2. Consensus Building

The recommendation of the accreditation panel is a single report. All members must agree on its content. There are no "minority reports". Therefore, reaching consensus is an essential part of the accreditation panel process.
"A successful team is a group of many hands but of one mind."

Some suggestions on reaching consensus:

(a) Effective teams spend time getting to know each other, identifying areas of common interest

(b) The content of the task and the process – the team's interaction – are inextricably linked as the team learns to work together

(c) A clear outcome – the accreditation recommendation – is a requirement of the team

(d) Responsibility falls on all team members to bring people into discussion and to listen to ideas opposite from their own

(e) Personal agendas must not get in the way when striving for team consensus

(f) Effective team members demonstrate respect for their colleagues, express good ideas, listen without interrupting, and accept insight from others

(g) Refer to the panel's norms established at the beginning of the process

(h) Teams work if members are committed to the task and to the other members of the team

(i) Commitment leads to passion for the team effort: no passion means no commitment; no commitment means no agreement; no agreement means no consensus

(j) The team needs to come up with a collective opinion

(k) Voting is not good enough. Mutual agreement is the goal.

Appendix G

3. Listening Skills (A)

- ❒ Maintain eye contact with the speaker
- ❒ Be aware of your posture and body language
- ❒ Provide silence to give room for others to speak
- ❒ Observe the speaker's non-verbal behaviours
- ❒ Ask open-ended questions to elicit information
- ❒ Listen to all the speaker has to say before responding or asking another question
- ❒ Paraphrase what you hear from the speaker; clarify your understandings
- ❒ Summarize what you have heard

Appendix G

4. Listening Skills and Note-taking (B)

Interviews will **not** be audiotaped. Active listening and effective note-taking are essential skills for panel members.

One method to conduct interviews has one member of the panel asking questions at each session, while the rest of the panel members listen and take notes. Such a system enables the panel members to use listening skills effectively.

The designated questioner should:

(a) Maintain eye contact with the speaker

(b) Be aware of his/her posture and body language

(c) Provide silence to give room for others to speak

(d) Observe the interviewee's non-verbal behaviours

(e) Ask open-ended questions to elicit information

(f) Listen to all the interviewee has to say before responding or asking another question

(g) Paraphrase what he/she hears from the speaker; clarify your understandings

(h) Summarize what he/she has heard

(i) Ask if the interviewee has anything to add. Is there something he/she wanted to say that was not addressed?

Listeners and Note-takers should:

(j) Record the name of the speaker, time, date, session

(k) Record the essential points of the speaker's response

(l) Listen for evidence of the standards: "ensures, enables, inhibits"

(m) Write the question and key words from the speaker's response

(n) Observe body language, posture, eye contact with interviewer

(o) Listen actively, write a lot

(p) Avoid interrupting, contradicting, or otherwise drawing attention to yourself

(q) Maintain good (active listening) posture.

Appendix G

5. Reading Documents

1. Review the ***Standards of Practice for the Teaching Profession***, and the indicators for each standard.

2. Read the program's documentation.

3. Choose a standard, and begin to look for evidence to support the standard. Find the evidence that

   (a) ***ensures* (guarantees) that the standard is demonstrated** (policies, staff, facilities, funding, frequency of meetings, reviews of programs)
   (b) ***enables* (makes possible on a continuing basis) the standard to be demonstrated** (timetabling, flexibility, staff advisors, faculty, incentives, special policies)
   (c) ***inhibits* the standard from being demonstrated** (absence of documents, funding, no mention, no will).

   For example, if one were looking for evidence of the standard, **commitment to students and student learning**, one might begin one's search by re-reading:

   (d) the conceptual framework
   (e) the mission statement
   (f) the scholarship contained in the faculty vitae
   (g) the extent, accessibility and currency of the library and technological resources
   (h) curriculum details: course outlines, practicum details, alternative placements, assessment approaches, evaluation of program, assignments, portfolios, etc.
   (i) faculty teaching loads
   (j) associate teacher preparation, training and support
   (k) access initiatives.

4. Make notes.

   If evidence is found to *ensure* (guarantee) that the standard is included, take note of the evidence: section, page, heading, direct quotations. (Your colleagues on the panel may have missed it, or have a different interpretation.)

   If more evidence is found that *enables* (makes possible) the standard to be upheld on a continuing basis, take note of the evidence: section, page, heading, direct quotation. This makes a stronger case to support the program's emphasis in this area.

   If evidence is found that *inhibits* the standard from being demonstrated, or if evidence is missing that would support the standard, make notes to yourself about the absence of evidence.

Appendix G

6. Interviewing Skills

The College will send information about the purpose of the interviews to all participants, and thanking them for their participation.

Most of those interviewed will be members of the professional educational community.

Interviews will **not** be audiotaped. Good listening and note-taking skills are essential.

Points to consider when conducting interviews:

- Open the interview by thanking the participants for attending, outlining the purpose of the interview, reiterating the confidential nature of the proceeding, and introducing members of the panel
- Keep the tone fairly formal, but if necessary, use small talk and tension-reducing language to put everyone at ease
- Be aware of the anxiety that interviewees may have; try to make them feel comfortable
- Ask clear, concise, one-part questions
- Ask one question at a time
- Use probes when necessary
- Probe but do not prompt the witness
- Use silence
- Avoid talking about your own experience, or what you do "at home"
- Focus on the questions and the interviewees' answers
- Avoid pursuing "interesting" but irrelevant answers
- Keep the interview to the time limit
- Do not ask "terse" questions: be able to explain what information you are seeking
- Do not quote others who have gone before who might have made statements that contradict what the interviewee said
- Ask for clarification
- Ask if there are other things that the interviewee would like to add
- Do not be confrontational
- Recognize unanticipated information
- Be sure to keep lists of all names and titles of people who were interviewed
- Be able to answer questions about the College of Teachers
- Demonstrate patience
- Treat the interviewee as a colleague
- Leave time for open-ended questions

- Ask inventory questions:
  - "In what ways did you. . ."
  - "To what extent did. . ."

- Ask for process clarification:
  - "Help me understand how this works. . ."
  - "Under what circumstances would this have occurred?"

- "Let's pretend I'm a new faculty member: help me understand how. . ."
- "To help me understand this, could you give me an illustration of how. . ."

- Separate the "interesting" from the "useful" answers: you want to move on from interesting to useful

- Language Usage:
  - Avoid judgmental language: **do not say**, "This is a great program" or "I'm really impressed with this work": when the panel reconvenes later, the other evidence may not support your comments
  - Use language that is polite but neutral: "We appreciate your efforts" or "Thank you for your openness and candour" or "We appreciate you giving up time in the middle of the day"
  - Be factual, not complimentary

- Closing the Interview:
  - Thank everyone for his/her participation
  - Say what we're going to do with the information

Appendix G

7. Report Writing (A)

- ❒ The accreditation report should demonstrate outstanding writing. Accreditation panel team members should be certain that their reports:

  - ❒ contain no spelling errors
  - ❒ contain no punctuation errors
  - ❒ contain no shifts in voice or tense
  - ❒ are written in the active voice
  - ❒ are clear and concise
  - ❒ are built upon the data gathered
  - ❒ contain specific examples from the documentation

- ❒ Accreditation reports should be based on facts, not opinions or judgments. Avoid words like:

effective	right/wrong
competent	adequate
unprepared	ineffective
inappropriate	meaningful
organized	well-planned

- ❒ The key is to make statements that are supported by specific examples gathered in the documentation phase. Use the following phrases:

  - ❒ as demonstrated by
  - ❒ as indicated by
  - ❒ as evidenced by
  - ❒ as illustrated by
  - ❒ for example
  - ❒ as shown by
  - ❒ as signified by
  - ❒ by doing the following

Appendix G

8. Report Writing (B)

The panel's Accreditation Report has three sections:

Section 1: **Introduction to the Program:**

- Mission statement
- History of the faculty
- Conceptual framework
- Major recent program changes

Section 2: **Program Components:**

- Program options
- Program course lists
- Practicum details
- Degree requirements

Section 3: **Standards/Observations/Recommendations/Conditions**

- Each standard will include observations made by the panel of the demonstration or evidence of the standard (ensures, enables, inhibits)
- Recommendations accompany each standard's observations

Section 4: **The Accreditation Award Recommendation**

Sections 1 and 2: Introduction and Description of Program

The program officer is responsible for compiling all of the information in sections 1 and 2, using only the draft submitted by panel members.

Section 3: Standards/Observations/Recommendations

The heart of the panel's report is Section 3. The note-taking, listening, interviewing, reading and discussing culminates in the writing of Section 3.

Each standard will be listed, and the panel's observations about it, and recommendations to enhance or improve it will be delineated.

Observations

- Separate the "interesting" from the "useful" in evidencing whether the standard is met or not
- Always cite evidence
- Triangulate evidence: documents, interviews, exhibits room

- Observe: don't conclude
- Focus on the current program, not the past, or the future
- Be consistent
- Be careful with the word "concern": if the panel is "concerned", then is a "condition" required in the recommendation?
- Refer constantly to the standard and its indicators
- Avoid using the word "however": it's a red flag that will signal doubt or disagreement or inconsistency
- Use short sentences
- Be direct and simple, clear and concise
- Use specific data gathered during the interviews or from the documents or exhibits room
- Avoid fortune-telling
- Avoid jargon
- The **audience** for the report is the Accreditation Committee, and if accepted, the members of the College and the public at large
- Use the active voice whenever possible
- Avoid words which suggest value judgments: effective, competent, inappropriate, inadequate, meaningful, well-planned, wrong
- Use and repeat phrases like "as demonstrated by", "as indicated by", "as evidenced by", "for example", "by doing the following".
- Avoid making assumptions
- Avoid bias

Recommendations

The premise of the accreditation process assumes that continuous improvement is part of every program. Therefore, even with individual standards which meet the criteria and can demonstrate the indicators, there may still be room for improvement.

> *Caution:*
> Recommendations become starting points in the next round of accreditation. Recommendations should grow out of observations, and be based on evidence and adherence to or enhancement of the standards.

Section 4: The Award Recommendation

This section is not part of the document which will be sent to the faculty for a rejoinder. The Award Recommendation may be "Initial Accreditation Granted", "Initial Accreditation Granted With Conditions", or "Initial Accreditation Not Granted".

If **conditions** are part of the award recommendation, the conditions must be indicated in terms that can be demonstrated in the short-term. See "Follow-up Procedures" in the Handbook, p. 36.

Appendix G

9. Hints and Tips for Effective Report Writing

- ❒ Use a dictionary
- ❒ Check your spelling, punctuation, and grammar
- ❒ Use short sentences
- ❒ Use no more words than necessary
- ❒ Keep your written reports direct and simple
- ❒ Use the specific data gathered as a basis for your report
- ❒ Avoid mind-reading and fortune telling
- ❒ Avoid jargon and "edubabble"
- ❒ Be aware of the audience(s) for whom you are writing
- ❒ Ask a colleague for feedback
- ❒ Re-read and revise

Appendix H

10. Template for Report Writing

Ontario College of Teachers

Initial Accreditation Report

University XXXXXXX

DATE

Accreditation Panel

Name	Council Member
Name	Council Member
Name	University of XXXXXX Nominee
Name	Council Member
Name	College Member
Name of Program Officer	*Ontario College of Teachers*

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Degree Requirements

General Comments

Standards/ Observations/Recommendations

Standard: Commitment To Students And Student Learning

Teachers demonstrate care for and commitment to students. They are dedicated to engaging and supporting student learning. Teachers treat students equitably and with respect. They encourage students to grow as individuals and as contributing members of society. Teachers assist students to become life-long learners.

Observations:

Recommendations:

It is recommended:

-
-

Conditions (If applicable):

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Standard: Professional Knowledge

Professional knowledge is the foundation for teaching practice. Teachers know the curriculum, the subject matter, the student, and teaching practice. They know education-related legislation, methods for communication, and ways to teach in a changing world.

Observations:

Recommendations:

It is recommended:

-
-

Conditions (If applicable):

Standard: Teaching Practice

Teachers apply professional knowledge and understanding of the student, curriculum, teaching and the changing context of the learning environment to promote student learning. They conduct ongoing assessment and evaluation of student progress. Teachers modify and refine teaching practice through continuous reflection.

Observations:

Recommendations:

It is recommended:

-
-

Conditions (If applicable):

Standard: Leadership And Community

Teachers are educational leaders who create and sustain learning communities in their classrooms, in their schools, and in their profession. They collaborate with their colleagues and other professionals, with parents, and with other members of the community to enhance school programs and student learning.

Observations:

Recommendations:

It is recommended:

-
-

Conditions (If applicable):

Standard: Ongoing Professional Learning

Teachers are learners who acknowledge the interdependence of teacher learning and student learning. Teachers engage in a continuum of professional growth to improve their practice.

Observations:

Recommendations:

It is recommended:

-
-

Conditions (If applicable):

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Accreditation Award Recommendation

Insert award.

Appendices

I. Individuals Interviewed
II. Sources of Evidence
III. Schedule

Appendix I – Individuals Interviewed

University Administration

Admission, Registrars Office
and Secretarial Staff

Principals and Supervisory
Officers
and Directors of Education

Faculty and Sessional Staff

Teacher Candidates

Associate Teachers

Presentations

Teacher Education Advisory Committee

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Appendix II - Sources of Evidence

Pre-service Program Documentation submitted by the University XXXXXX

List documents here....

Appendix III - Schedule

(This needs to be reworded...)

Please sign Off Report

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Name	Date
_____	_____
Name	Date
_____	_____
Name	Date
_____	_____
Name	Date
_____	_____
Name	Date

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